

**First Month:**

***Movement Milestones:***

- Makes jerky, quivering arm thrusts
- Brings hands within range of eyes and mouth
- Moves head from side while lying on stomach
- Head flops backward if unsupported
- Keeps hands in tight fists
- Strong reflex movements

***Visual Milestones:***

- Focuses 8-12 inches away
- Eyes wander and occasionally cross
- Prefers black and white or high contrast patterns
- Prefers the human face to all other patterns

***Hearing Milestones:***

- Hearing is fully mature
- Recognizes some sounds
- May turn toward familiar sounds and voices

***Smell and Touch Milestones:***

- Prefers sweet smells
- Avoids bitter or acidic smells
- Recognizes the scent of his own mother's breast milk
- Prefers soft to coarse sensations
- Dislikes rough or abrupt handling

### **1-3 Months**

#### ***Movement Milestones (by the end of this period)***

- Raises head and chest when lying on stomach
- Supports upper body with arms when lying on stomach
- Stretches legs out and kicks when lying on stomach or back
- Opens and shuts hands
- Pushes down on his legs when his feet are placed on a firm surface
- Brings hand to mouth
- Takes swipes at dangling objects with hands
- Grasps and shakes hand toys

#### ***Visual Milestones (by the end of this period)***

- Watches faces intently
- Follows moving objects
- Recognizes familiar objects and people at a distance
- Starts using hands and eyes in coordination

#### ***Hearing and Speech Milestones (by the end of this period)***

- Smiles at the sound of your voice
- Begins to babble
- Begins to imitate some sounds
- Turns head toward direction of sound

#### ***Social/Emotional Milestones (by the end of this period)***

- Begins to develop a social smile
- Enjoys playing with other people, and may cry when playing stops
- Becomes more communicative and expressive with face and body
- Imitates some movements and facial expressions

## **4-7 Months**

### ***Movement Milestones (by the end of this period)***

- Rolls both ways (front to back, back to front)
- Sits with, and then without, support of his hands
- Supports his whole weight on his legs
- Reaches with one hand
- Transfers object from hand to hand
- Uses raking grasp (not pincer)

### ***Vision Milestones (by the end of this period)***

- Develops full color vision
- Distance vision matures
- Ability to track moving objects matures

### ***Language Milestones (by the end of this period)***

- Responds to own name
- Begins to respond to "no"
- Distinguishes emotions by tone of voice
- Responds to sound by making sounds
- Uses voice to express joy and displeasure
- Babbles chains of consonants

### ***Cognitive Milestones (by the end of this period)***

- Finds partially hidden object
- Explores with hands and mouth
- Struggles to get objects that are out of reach

### ***Social/Emotional Milestones (by the end of this period)***

- Enjoys social play
- Interested in mirror images
- Responds to other people's expressions of emotion

## **8-12 Months**

### ***Movement Milestones (by the end of this period)***

- Gets to sitting position without assistance
- Crawls forward on belly
- Assumes hands-and-knees position
- Creeps on hands and knees
- Gets from sitting to crawling or prone (lying on stomach) position
- Pulls Self up to stand
- Walks holding on to furniture
- Stands momentarily without support
- May walk two or three steps without support

### ***Milestones in hand and finger skills (by the end of this period)***

- Uses pincer grasp
- Bangs two cubes together
- Pulls objects into container
- Takes objects out of container
- Lets objects go voluntarily
- Pokes with index finger
- Tries to imitate scribbling

### ***Language Milestones (by the end of this period)***

- Pays increasing attention to speech
- Responds to simple verbal requests
- Respond to "no"
- Uses simple gestures, such as shaking head for "no"
- Babbles with inflection
- Says "dada" and "mama"
- Uses exclamations, such as "Oh-oh!"
- Tries to imitate words

***Cognitive Milestones (by the end of this period)***

- Explores objects in many different ways (shaking, banging, throwing, dropping)
- Finds hidden objects easily
- Looks at correct picture when the image is named
- Imitates gestures
- Begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)

***Social/Emotional Milestones (by the end of this period)***

- Shy or anxious with strangers
- Cries when mother or father leaves
- Enjoys imitating people in his play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings (What do you do when he refuses a food?)
- Test parental responses to his behavior (What do you do if he cries after you leave the room?)
- May be fearful in some situations
- Prefers mother and/or regular care-giver over all others
- Repeats sounds or gestures for attention
- Finger feeds himself
- Extends arm or leg to help when being dressed

## **The Second year**

### ***Movement Milestones (by the end of this period)***

- Walks alone
- Pulls toys behind him while walking
- Carries large toy or several toys when walking
- Begins to run
- Stands on tiptoe
- Kicks a ball
- Climbs onto and down from furniture unassisted
- Walks up and down stairs holding on to support

### ***Milestones in Hand and Finger Skills (by the end of this period)***

- Scribbles spontaneously
- Turns over container to pour out contents
- Builds tower of four blocks, or more
- Might use one hand more frequently than the other

### ***Language Milestones (by the end of this period)***

- Points to objects or picture when it is named for him
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by 15-18 months)
- Uses two to four word sentences
- Follows simple instructions
- Repeats words overheard in conversation

### ***Cognitive Milestones (by the end of this period)***

- Finds objects when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins make-believe play

### ***Social Milestones (by the end of this period)***

- Imitates behavior of others, especially adults and older children
- Increasingly aware of himself as separate from others
- Increasingly enthusiastic about company of other children

### ***Emotional Milestones (by the end of this period)***

\_\_\_ Demonstrates increasing independence

\_\_\_ Begins to show defiant behavior

\_\_\_ Episodes of separation anxiety increase toward midyear, then fade

- ***Masturbation*** at this age “As your toddler explores the many parts of his body, he’ll naturally discover his genitals. Since touching them will produce pleasant sensations, he’ll do it often when his diaper is off. Although this may look like mature masturbation and may be accompanied by penile erections in boys, it’s neither a sexual nor emotional experience for toddlers. It just feels good.”
- ***Gender Identification*** at this age “Although parents generally treat boys and girls this age very similarly they often encourage different toys and games for each sex. But aside from tradition, there’s no basis for pushing girls towards dolls and boys toward trucks. Both sexes are equally attracted to all toys, and they’ll benefit developmentally if allowed to play with both “boy” and “girl” toys.”
- ***The aggressive child:*** “Some children are naturally aggressive in ways that begin to show during the second year. They want to take charge and control everything that goes on around them. When they don’t get what they want they may turn their energy toward violent behavior like kicking, biting or hitting. Watch him closely, set firm, consistent limits. Give plenty of positive outlets for his energy through physical play and exercise. But when he’s with other children, supervise him carefully to prevent serious trouble and be sure to praise him when he gets through a play session without a problem.”
- ***The shy child:*** “Some children are naturally fearful about new people and situations. They hold back watching and waiting before joining a group activity. If pushed to try something different they resist and when faced with someone new they cling. The best solution is to allow your child to move at his own individual pace. Give him the time he needs to adapt to new situations and let him hold your hand when he needs some extra assurance. Challenging or ridiculing it will only make a shy child more insecure.”

## **2-3 years**

### ***Movement milestones (by the end of this period)***

- Climbs well
- Walks up and down stairs, alternating feet
- Kicks ball
- Runs easily
- Pedals tricycle
- Bends over easily without falling

### ***Milestones in hand and finger skills (by the end of this period)***

- Makes vertical, horizontal and circular strokes with pencil or crayon
- Turns book pages one at a time
- Builds a tower of more than six blocks
- Holds a pencil in writing position
- Screws and unscrews jar lids, nuts and bolts
- Turns rotating handles

### ***Language Milestones (by the end of this period)***

- Follows a two or three component command
- Recognizes and identifies almost all common objects and pictures
- Understands physical relationships (“on”, “in”, “under”)
- Uses four and five word sentences
- Can say name, age, and sex
- Uses pronouns (I, you, me, they) and some plurals (cars, dogs, cats)
- Strangers can understand most of his words

### ***Cognitive Milestones (by the end of this period)***

- Makes mechanical toys work
- Matches an object in his hand or room to a picture in a book
- Plays make-believe with dolls, animals, and people
- Sorts objects by shape and color
- Completes puzzles with three to four pieces
- Understands concept of “two”



***Social Milestones (by the end of this period)***

- \_\_\_ Imitates adults and playmates
- \_\_\_ Spontaneously shows affection for familiar playmates
- \_\_\_ Can take turns in games
- \_\_\_ Understands concept of “mine” and “his/hers”

***Emotional Milestones (by the end of this period)***

- \_\_\_ Express affection openly
- \_\_\_ Expresses a wide range of emotions
- \_\_\_ By three, separates easily from parents
- \_\_\_ Objects to major changes in routine

**\*Hyperactivity:** “By adult standards, many two year olds seem hyperactive. But it’s perfectly normal for a child this age to prefer running, jumping, and climbing to walking slowly or sitting still. He may speak so fast that it’s hard to understand him. This excess energy usually subsides by the time he reaches school age. If your toddler is a mover, adjust your expectations accordingly. Don’t expect him to stay seated through a long community meeting or restaurant meal. If you take him shopping be prepared to move at his pace, not yours. In general, avoid putting him in confining situations where you know you’ll both be frustrated and give him plenty of opportunities to release his excess energy through games involving running, jumping, climbing, and throwing or kicking a ball.”

\*Also important at this age, ***“holding the line on tantrums, preschool discipline, and behavioral approaches to parenting.***

### **3-4 years**

#### ***Movement Milestones (by the end of this period)***

- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility

#### ***Language Milestones (by the end of this period)***

- Understands the concepts of “same” and “different”
- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories

#### ***Cognitive Milestones (by the end of this period)***

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Approaches problems from a single point of view
- Begins to have a clearer sense of time
- Follows three part commands
- Recalls parts of a story
- Understands the concept of same/different
- Engages in fantasy play

#### ***Social Milestones (by the end of this period)***

- Interested in new experiences
- Cooperates with other children
- Plays “mom” or “dad”
- Increasingly inventive in fantasy play
- Dresses and undresses
- Negotiates solutions to conflicts

***Emotional Milestones (by the end of this period)***

- \_\_\_Imagines that many unfamiliar images may be “monsters”
- \_\_\_Views self as a whole person involving body, mind, and feelings
- \_\_\_Often Cannot distinguish between fantasy and reality

## **4-5 Years**

### ***Movement Milestones (by the end of this period)***

- Stands on one foot for ten seconds or longer
- Hops, somersaults
- Swings, climbs
- May be able to skip

### ***Milestones in hand and finger skills (by the end of this period)***

- Copies triangle and other geometric patterns
- Draws person without body
- Prints some letters
- Dresses and undresses without assistance
- Uses fork, spoon, and (sometimes) a table knife
- Usually cares for own toile needs

### ***Language Milestones (by the end of this period)***

- Recalls part of a story
- Speaks sentences of more than five words
- Uses future tense
- Tells longer stories
- Says name and address

### ***Cognitive Milestones (by the end of this period)***

- Can count ten or more objects
- Correctly names at least four colors
- Better understands the concept of time
- Knows about things used every day in the home (money, food, appliances)

### ***Social Milestones (by the end of this period)***

- Wants to please friends
- Wants to be like his friends
- More likely to agree to rules
- Likes to sing, dance and act
- Shows more independence and may even visit a next-door neighbor by himself

***Emotional Milestones (by the end of this period)***

\_\_\_Aware of sexuality

\_\_\_Able to distinguish fantasy from reality

\_\_\_Sometimes demanding, sometimes eagerly cooperative

***\*Lying***: “at this age is very common. Preschoolers lie for a variety of reasons. Sometimes it’s because they are afraid of punishment, or it may be because they’ve gotten carried away with their fantasies, or are imitating behavior they see among adults. Before you consequence them, make sure you understand their motives” and address from there.